

The Communicator



COMMUNITY COLLEGE OF PHILADELPHIA

OCTOBER 19, 1966

L II No. 3

Budget Not Yet Vetoed; Facts Going To Council

"Newspaper headlines to the contrary, hopes for a permanent central campus for C.C.P. have not been shattered by City Council," according to President Bonnell.

A final vote on the six-year capital budget has not yet been taken. Hearings have been conducted during the past two weeks. City Council will actually vote on the capital budget following the caucus of democratic members of Council, probably in November. Trustees of the College are planning to bring further facts regarding the proposed site to City Council before the pending caucus.

Long range development plans of the College were presented to City Council and the City Administration on June 14, 1966 when Mr. Laird H. Simon transmitted an Interpretive Memorandum in support of a projected \$30 million capital program for the period 1966-1972. This sum would permit the purchase of land and the construction of a permanent central campus to accommodate from 4000 to 6000 full-time and from 8000 to 12,000 part-time students. The City was asked to pay only 30% or \$9 million. The State will match the City's contribution and the remaining 40% of the total cost is expected from federal sources.

Enrollment forecasts in the Interpretive Memorandum suggest that it may even be necessary to begin construction of the first building of a third campus as early as 1972. A total enrollment of some 9000 full-time and 13,000 part-time and summer students is forecast for 1972.

Dr. Bonnell stated that, at public hearings before City Council on October 10, certain members of Council had expressed strong reservations regarding paying \$6 million for a recommended 10 acre site for the campus. "Unfortunately, a

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SOPHOMORE TRANSFER STUDENTS

Sophomores interested in transferring to senior colleges are urged to attend a meeting to be held Tuesday October 25 at 8:30 in the cafeteria.

(Continued on page 4)

Napoli and Senderowicz Elected; 886 Exercise Right To Vote



WINNERS ALL! Three executive officers; President Ron Napoli, Vice President Alex Senderowicz, and Secretary Sharon Trachtman display smiles of success having won recent student government elections. Missing from the picture is Irving Thompson, Treasurer.

Ronald Napoli was elected as President of the Student Council last Friday, October 14. Napoli stated that "the formation of a ticket helped considerably." The Action Party included Joseph Rocks, a sophomore candidate for the Senate. The party also supported Alex Senderowicz, the winning write-in candidate for the Vice-Presidency. Napoli and Rocks commended John McFall, their Campaign Manager. "John was indispensable and deserves a lot of credit for this election."

Ron Napoli, The First President of the First Class at Community College, told The Communicator that "he will not be an individual pushing his cause but rather the cause of the entire student body." His party title, Action, will be carried through.

Sharon Trachtman was elected as Secretary. The race between Sharon and Marlene Paramore for the office of Secretary was close to the end as Sharon's winning margin was a slim eight votes. Some seventy students of the eight hundred and eighty six who voted decided to abstain from voting on this office. Sharon said "that she knew the election was going to be close and was not confident at all."

Irving Thompson ran unopposed and consequently was elected to the office of Treasurer. Mitch Kleinman landslided the write-in ballot for the office of Chief Justice.

Sandy Chierici, Eleanor Smit and Edward Bauman will occupy the student positions on the Publications Board.

The nine students elected to the sophomore Senate were: Bonnie Behm, Domenic Bentivegna, Ralph Di Fulvio, Barry Friedman, Fred Giller, Phyllis Kaplan, Joseph Rocks, Jo-Ann Smith, Ronald Snyder.

Freshman Senators are: Dennis Barry, Ron Elkin, Stan Levin, Aylene Shapiro, Stanley Szymendera and Philip Wexler.

Big Campus Featured in '67 Yearbook Theme

Currently in preparation, and the activities participated in CCP's first yearbook is slated during the two years at CCP. for distribution on June 1, 1967. The cost of the yearbook, which is only available to sophomores, will be included in the graduation fee.

The 1967 Yearbook Staff includes the following editors: Pat Elero, Editor-in-Chief; Reggie Wills, Managing Editor; Jim McStravick, Business Manager, Jack Simpson, Asst. Business Manager; Rosalie Carey, Layout; Ken Harper, Copy; Linda DeCasare, Senior Class; Paula Holtzman, Activities and Organizations; Barbara Irwin, Faculty; June Anne Manuszak, Typing.

The Yearbook will be published by Joseph R. DeMaio Associates. Photographers for the yearbook are Glick Studios.

Our first Yearbook promises to be one that CCP will never forget. It is certainly something for members of the Class of 1967 to look forward to receiving.

Goldschneider Gives Concert

On Friday, October 29, 1966, for two and a half years before coming to CCP. Playing the piano since the age of seven, Mr. Goldschneider did his undergraduate work at the University of Pennsylvania, and attended medical school at Yale and the University of London.

In his home at 1236 Lombard Street, Mr. Goldschneider and Beethoven sonatas. The works as associate sponsor informal comprise Op. 2, no. 2 in A, meetings where they present various Op. 31, no. 2 in D Minor (Tematic aspects of and approaches to music). Op. 53, C Major (Waldstein) and Op. 110 in A Flat, held every other Sunday; all are

Mr. Goldschneider, a former West Philadelphian, taught at meeting will be held on October 24, 1966.

ACTIVITIES, LECTURES, SPORTS EVENTS

See page 4

In The Mail

Editor:

What is most striking about Mark Brown's proposal for the grading or judging of teachers is its utter conventionality. One quick reading tells us that he has nothing to add to what has long been said, except a series of meaningless cliches.

Now, we do not wish to seem against students judging teachers. They do it all the time whether we like it or not. Some teachers are black balled by students; others are overwhelmed by requests for spots in their classes. Some teachers are told in a hundred ways that the students in their classes have lively interests; others are told in many ways that they are boring. All Mark Brown really wishes to do is to institutionalize the informal evaluation that already exists.

The trouble with making this sort of thing into an institution is that, like other institutions, it is likely to be a means of retaliation, of meting out rewards and punishments in return for rewards and punishments. It is likely to turn out to be as fruitless as the system of grading students. Mark Brown, if he is like most other students, resents like crazy being graded; yet he would go on in the crazy cycle of resented judgements.

Just how much has Brown absorbed the system? He believes all the myths about colleges and teachers. He gives us the conventional blueprint for good teaching.

"The good teacher has his notes prepared, the lesson plan arranged in proper order, can carry on lively but orderly discussions, and respects the views of the students when grading papers and exams."

Further, he assures us that, "College is an institution where free thought (sic) should be given first perogative (sic)."

Brown believes that a teacher can hold a lively discussion according to his notes and lesson plan and at the same time encourage "free thought." Evidently, Brown thinks that an outline of the day's class is evidence of preparation. No teacher whom we know expects to follow any lesson plan; if he has one at all, it is only to depart from.

As one would expect, Brown is interested most, not in what he is learning, but in what grades he is getting. Does he seek respect from faculty? No, only where grades are involved. Faculty are to respect his views "when grading papers and exams." Isn't it strange that he is so specific?

It is commendable that Mr. Brown seeks reform and improvement in the relationships between students and faculty, but he seems to begin with a war and wishes to make it merely a cold war. He does not wish real candidness, but a standoff of appearances. The student is to appear interested; the faculty is to appear lively and intellectual and understanding -- or as Brown puts it, the faculty member is "to improve his own student image."

Let us suggest a different reform -- or even a revolution. When a student has a problem or complaint, let him bring it up in an unbelligerent way. Let him discuss it with his teacher as any two people discuss a problem. Let him open communications with his instructor. The faculty at this college -- in general -- eagerly try to find out what students are thinking and

to what extent they are serving students' needs. I suggest an alliance in learning, both a cease fire and disarmament.

There is something oddly sick about students wanting to grade teachers when teachers so much hate grading students. In an effort to gain respect, the students want to grade teachers to get some measure of power; in an effort to free the classroom from anxiety, the teachers dream of getting rid of grading. The really revolutionary solution is to get together.

But let us face the truth. A huge number of students here have no interest in learning except insofar as it will get them jobs. Grades, not growth, are their main interest. We have jobs in teaching because we are interested in ideas and learning. Perhaps all we can hope for is the kind of standoff Brown suggests.

Frank K. Carner,
Instructor of English

Editor:

Having thoroughly examined the present situation of our nascent year-book and scrutinized its now completed staff, I feel that we have the equipment and personnel for a successful initial year-book.

Much has been said, however, concerning the arbitrary selection of its two highest officiators, and seemingly, justifiably so. The consternation arises from the fact that a meeting had been held towards the end of last term, at which, under the guidance of Mrs. Grip, the student activities coordinator at that time, very loose plans had been laid for the organization of a "permanent" year-book committee in the Fall. It has also been decided that the editor-in-chief would be elected by this "permanent" committee. Moreover, it had been decided that all prospective members of this committee would be notified if any significant changes or actions concerning either the year-book or the committee took place over the summer. The meeting had thus been adjourned until further notice.

There were no other meetings called of this committee, nor had any of its members been notified about the installation of Mr. Dougherty as the new student activities coordinator. This committee had, in fact, been dissolved without even the notification of its erstwhile members.

Upon their return to school in September they found it hard to believe that within a week there existed already an editor-in-chief and a managing editor of our year-book without even a meeting of this heretofore extinct committee having been convened. Their consternation can certainly be understood, but we must examine the reasoning behind this bold action of the administration. Consider the situation that had these two people not been chosen, how far this committee, which had not yet up to that time even made an attempt to convene, would be now! Mr. Dougherty's action -- which providing a catalyst was, to be sure, the means of assuring an end.

I feel that his choices were excellent, and that the staff selected by the chief editors is, without a doubt, diverse, well-rounded, and truly representative of our student body.

My only hopes are that the publication of our yearbook, under the direction of its dauntless editors and indefatigable staff, is successful, and that I have helped to assuage lingering disgruntlement among the very few.

Very truly yours,
Stephen H. Martin

Editorial Comment

"WRIGHTS AND WRONGS"

THE COMMUNICATOR deplores the recent acts of violence and vandalism that have taken place in the Kensington area due to the presence of the Wright family. We are ashamed of those residents of Kensington, or of any other section of our city for that matter, who would deny a basic right, that of living where one chooses, to a citizen of the United States. The very people who stone their parish priest will be sitting below his pulpit this Sunday like children waiting to be bawled out by daddy for stealing cookies from the cookie jar. These same people who sit quietly listening to the Priest's sermons on equality and brotherhood have seemed to be quite unaffected by his pleas to disperse as they pelt him and his aides with rocks and bottles.

It might be well to remember that the nationalities now represented by Kensington residents were once minority groups shunned by an intolerant public as a bunch of "Harps" and "Polacks," unfit to scrub floors. But as citizens of Philadelphia, in a country founded on the premise of basic human rights, we can no longer remain apathetic in regard to the rights of others, for it was not so long ago that we Jews, we Irish, we Italians, and we Polish were fighting for rights of our own. We know the sting of hate and prejudice, especially a prejudice built on a foundation of ignorance.

As the days pass on, all seems quiet on the northern front, but to be sure a spark of hate may at any moment shoot up to ignite the flames of racial unrest in Kensington. We hope that the trouble makers in that area of our city have learned to respect the rights of others in their community, regardless of their race, religion or national origin.

Editor:

In the October 5th issue of The Communicator Mr. Mark Brown presents an argument which doesn't come to any conclusion but which implies, I think, that CCP students have both the right and perhaps even the obligation to judge or grade their teachers. The unfortunate turn of the article is climaxed -- rather than concluded -- by the remark that students "should keep close tabs on the instructors."

There are several flaws in his argument (he confuses freedom with license and he confuses two definitions of small in referring to colleges), and he places rather heavy reliance on some half true quotations from Look, but his article becomes seriously wrong when he cites an example and when he demonstrates his inability to distinguish between a course and a teacher.

Throughout his article Mr. Brown implies that some students earn poor grades in some courses; he talks about a good teacher in terms of prepared notes, good lesson plans, lively but orderly discussions, and respect for student views when grading papers. These and other references in his article suggest that when Mr. Brown stops talking about atmosphere and Cornell of Iowa he is talking about grades. This emphasis poses a serious contradiction between his thinking and the atmosphere he claims the administration has established and it shows us clearly the criteria he would use in evaluating a teacher.

His unfitness to judge is made manifest when he so obviously is unable to distinguish between the course and his teacher as his summer school tormentor. He is not the first, and certainly he is not going to be the last, student from a high school which did not adequately prepare him for the course work he would get in college. Armed, however, with platitudes about the democratic spirit of higher education, he sat through a five week session of a college math course which was apparently beyond his grasp . . . His problem is with the course, but he is perfectly willing to crucify the teacher from the columns of the school newspaper.

In the situation referred to

there are other reasons to question Mr. Brown's ability to judge a college teacher, or anyone else. How much faith can anyone have in a judgment when it comes from a person who seems completely at ease when he admits that he was one of those who obtained a copy of the final exam before the exam was to be given? What kind of ethics accept dishonesty because it only lasted for ten minutes?

I wonder how many times the student has heard "the same old lecture about mortality." Not enough, obviously. Yet he wants to pass judgment. He tells us that half the class flunked because the teacher changed the problems. I do not doubt that half the class flunked, but I do doubt that they flunked because the exam problems were changed.

And I'll wager a good deal that Mr. Brown did not talk to his math teacher to know how the final exam was graded, harshly or otherwise. He criticizes the teacher for not being in his office, but he does not mention the number of appointments he made with that teacher. He criticizes his teacher for not having a lesson plan when it is quite clear that a class in which 50% of the students are in danger of failing cannot be taught from a lesson plan.

Whether he acted from viciousness or ignorance, the effect is the same. He has done a great deal of damage to the reputation of a teacher and he is proposing a situation in which he

would have official sanctified the very same thing on a grander scale. It is enlightening to see the referring to the grading of teachers, Mr. Brown continually, "point out his

It should be pointed out that college is a process involving a student, a teacher, and knowledge. The account very often become so some that the process stops; they often seem so ant that we all have a problem in maintaining pive about which are cru which must be tolerated. In the present situation we must then the amicable relation between teacher and student instead of creating another of grading so that both are concerned with grading and graded than they are a process of learning.

If Mr. Brown, or any is interested in improving the relationship between student, teacher, he should talk to the teacher, his department man, or the Dean of In. If he is not then satisfied the teacher is doing all to facilitate the process, is obliged to resort to the urinal wall. Public announcement before such conv is, at best, the cowards anonymous name-calling.

J. H. Minnis,
English Dept.

THE COMMUNICATOR

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THE COMMUNICATOR is published bi-weekly by the students of the Community College of Philadelphia. Opinions expressed herein are the responsibility of the editors. No article or opinion (unless so designated) reflects an official position of the college.

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Kensington Residents Revolt Against Negro Family

It all started when Mr. and Mrs. Leon Wright and their three children moved to 2474 Coral Street, Kensington, on Sunday, October 2. They moved from an apartment in North Philadelphia, one which hadn't had any heat or hot water for the past three months. On the night of October 1, they took possession of the home, and very shortly thereafter their presence was known to the community, as many residents began to show their disapproval by demonstrations, which soon turned to violence.

It was on Monday, October 3, that the Commission on Human Relations received word of the uprisings. Mr. Lawrence Groth, Supervisor of the Committee on Community Relations for the Commission, told us that they encourage people to contact the Commission when disturbances arise regarding civil rights. However, the Wrights did not

bances. One man yelled out, "I don't want Niggers any more than you, but we must do it legally!"

Shortly after the demonstrations began on Monday evening, a force of about 150 police were dispatched, complete with crash helmets. They began to move the crowds off Coral Street, and set up barricades. The crowd stood behind the barricades, just waiting for violence to erupt. They didn't have to wait long. At about 9 P.M. on Wednesday evening, a barrage of bottles and bricks began to fly.

An officer, who was standing next to Father McClusky was noticed by Mr. Groth. He was slumped down. Mr. Groth patted him on the back. The officer got up and told him that he was hit in the throat by a nickel, possibly from a slingshot aimed at the Father.

One kid tried to ram the barricade by putting his head down and charging through it. When an officer tried to stop the boy, he resisted, and the officer had to hit the boy, which shattered the kid's glasses. One resident threatened to burn down his house before he would allow a Negro in Kensington.

In discussion with Mr. Groth, he reported to us that he could guarantee a disturbance in Kensington whenever someone "different" moves in. He bases his statement on experience with other minority groups throughout the past seven years. He told us that the Kensington residents are very provincial, and according to Mr. Groth, they very much dislike people who are "different". They even frown upon someone with a college education, feeling that he thinks he is better than they are. Their like father, like son's attitude was expressed in a handbill distributed to residents announcing a meeting of all residents at Kensington High School on Friday evening, October 7.

"We are all interested... in doing our best to rid our community of violence, to keep Kensington a peaceful and fine residential area which we, our parents, and our children have enjoyed for so many years!"

According to Mr. Groth, some of the prejudices and bigotry have been absorbed through the years.

Mr. Groth reported that the functions of the police during a disturbance such as this are protecting the rights of Philadelphia citizens, as guaranteed by the city charter, and con-

structively dealing with the opposing crowd. In other words, their job is to help promote peace from all angles. He told us that "the police would REACT to violence, not as opponents of the crowd."

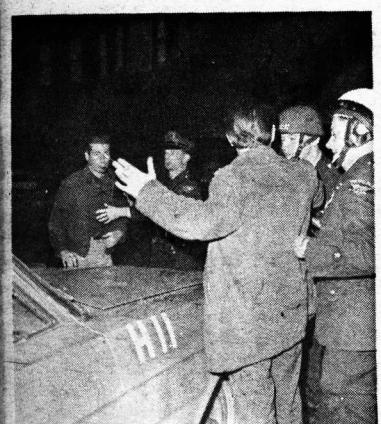
Mr. Groth would very much like to hear a statement from Mayor Tate regarding the trouble on Coral Street. He believes it would be quite helpful in aiding all involved by announcing the city's stand on the entire situation. He feels that political motives are behind the Mayor's silence in this instance.

Mr. Groth concluded our interview by stating the Commission's aim in this matter: "It is our duty to move with greater understanding and force, than in any other community."



Kensington revolters march under watchful eyes of helmeted police.

OOMMFFF! KENSINGTON



Outspoken demonstrator is escorted by police from scene of racial disturbance in Kensington.

contact the Commission, claiming that they did not realize that this section of Kensington was previously all-white. Soon after, Mr. Groth visited the Wrights to interview them.

He told us that the Wrights are determined to remain right where they are, because this is the home that they WANT. Mr. Groth told us that Mrs. Wright is a very strong and determined person.

Teenagers were mainly responsible for the violence, carrying signs, "We shall overcome Niggers," and "White Power." While burning a Negro in effigy, they chanted, "Burn Nigger, Burn." About 32 people were arrested on October 5.

The neighborhood priest, Father McCluskey, was booed down from a platform as he was trying to quell the distur-

Here we were, three Community College students on assignment for The Communicator, to cover the riots in Kensington. All of us questioning ourselves and each other as to why we were headed into certain danger.

Was it really to get the story for the paper, or was it the thrill of the unexpected, the dangerous. Seated in the back seat of Joe Rocks' car, decked out in full regalia for what was to face us in that riot-torn part of the city, we drew ever closer to the area. Armed with tape-recorders, cameras, and hard hats, we were more than determined to scoop the other college newspapers by being actual eyewitnesses to the "Big Story."

We left the college around seven forty-five after procuring a ride from sports editor, Joe Rocks. The ride to the area was not the most inspiring nor the most encouraging. Dark streets and empty houses marked the route to Kensington.

At the corner of Front and Cumberland our chauffeur, Mr. Rocks, said that this was as far as he and his car would go. We understood--and almost asked for a round trip--immediately.

We were still two or three blocks from the house, where the action centered. We had heard that the streets were not only

manned with police, but by groups of teenagers looking for trouble and they didn't care where they found it, or with whom.

A car, that's what we needed.

We noticed three police cars parked in front of a corner Pizzeria, with two officers inside getting dinner. A flash of hope, probably the same feeling that marooned sailors get when they see a sail on the horizon, came over us. We were inside the store in a second, making friends with the law. We told them our problem, showed them our equipment, and begged for mercy.

It was safe, to say the least, in the school yard, what with 150 policemen in a 100 yard radius, but it was quiet, too quiet. There is little news in silence, although that is what the police and we wanted.

Reporters from every major newspaper and television and radio station were there. In this tense situation that we had become a part of, friends were easy to come by, and the senior press was no exception. The usually hardbitten reporters were always there to turn an understanding ear to three obvious novices at the game of newsgathering.

The arrival of ten ministers from the area to thank police for the way they quieted things down was the only thing interesting that had happened since we arrived at the school.

The house, that was to be our next stop. Get inside, get night and we prepared to leave.

the story, and then get out.

We walked up the street that was now relatively peaceful. A block to the west, the Grand Dragon of the Pennsylvania Ku Klux Klan was arrested not five minutes before. But the residents of the area were going to bed now, satisfied that the scene was not going to change.

A short explanation to the officer in charge, a knock at the door, and we were inside the Wright home. Seated in the living room were friends of the Wrights, clergy, and workers from the NAACP and other negro groups, there to comfort the Wrights and lend encouragement.

We tried to talk to as many as possible in as short a time as we could. The television was going. "Breakfast at Tiffany's" was on "Thursday Night at the Movies," and here we were in the house that had made the front pages of every paper in the city for the past three days. After getting statements from the principles and others who were more than happy that the night had passed without incident, the three of us left. But not without leaving a Black People's Parliament Worker, who also attends the University of Pennsylvania as a pre-med student, one of our hardhats as a souvenir.

The hour was growing late and the quiet had not been interrupted for hours. We saw that things had finally returned to normal in Kensington for this

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Sports Flash...

CONFERENCE

This Friday the athletic directors of eight junior colleges will meet in an effort to form the Greater Philadelphia Junior College Athletic Conference. The schools to be represented are Bucks County CC, Montgomery County CC, Spring Garden Institute, Pierce JC, Valley Forge JC, Northeastern Christian JC, Philadelphia CC, and Brandywine CC. It is hoped that the conference can accelerate plans for competition to begin this coming basketball season. With eight teams in the conference, each school will play a fourteen game schedule.

COLONIAL COURTMENT

The Colonial Courtmen began workouts last week. Approximately thirty sneaker-clad hopefuls showed up for tryouts. Practice will be held on a daily basis at Mann Recreation Center under the auspices of coach Jim Burton. Plans for the season opener await the formation of the Philadelphia Junior College Athletic Conference. Let's go Colonials!

DIAMOND OPENER

Baseball coach, Ed Maritts, announced that his starting line-up will open the '67 season in Baltimore, Saturday, April 1. The clefted nine of CCP will play a doubleheader against Baltimore Junior College.

INTERNATIONAL CLUB

Join now. The International Club is open to anyone from a foreign country, whether first, second PLEASE CONTACT, Sharifa Ahmad Bey through Mr. Dougherty on the mezzanine.

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Phila. - Overbrook
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Community College)
Call: "Wild" Bill Pritchard,
TR-7-4467 - after 7 P.M.

I.D. CARDS

Day and evening faculty, staff
and students who did not have
their pictures taken for I.D. cards
are asked to submit a 3x5 color
photo of themselves to Miss
Madden at the main desk.

These cards are necessary
for all students since they will
be used for library identification
purposes.

LITERARY MAGAZINE

Students interested in either
working on the Literary Mag-
azine staff or submitting manu-
scripts of poems, short stories,
essays, etc. for publication
should leave their names and
articles with the English Sec-
retarial Department.

ACT TEST RESULTS AVAILABLE

There will be a series of
meetings to include all freshman
who took the ACT Test. Individual
test reports will be distributed
and a general interpretation of
the meaning and significance of
the results will be given. The
schedule is as follows:

Oct. 27(Thursday) 11 a.m. A-D
Nov. 3(Thursday) 11 a.m. D-L
Nov. 7(Monday) 11 a.m. M-R
Nov. 10(Thursday) 11 a.m. S-Z

Room 511

VD LECTURE

John Walper, Ph. D., of the
Biology Dept., will be giving an
informative lecture on Venereal
Disease. This worthwhile infor-
mation can be heard in room 316
on Thursday, October 20 at 11
a.m. Dr. Walper's general survey
will include the medical and
social aspects of VD. As a major
public health problem the sig-
nificance of the spread of VD
among teenagers and homo-
sexuals will be emphasized. The
influence of VD in the Phila-
delphia area will also be covered.
The importance of this infor-
mation should not be under-
estimated. The lecture will be
repeated to inform as many
people as possible if the demand
is present.

Campus Site

(Continued from page 1)

College may get the green light
to proceed.

Mr. Laird H. Simons, chair-
man of the Board of Trustees
of the College, stated that no
further action can be taken by the
College to advance the develop-
ment of a permanent home for
the College or to provide urgently
needed College places until City
Council authorizes and approp-
riates funds for the purchase of
land.

"Architectural and engineer-
ing planning cannot be done in
the abstract," said Mr. Simons.
"It must be done with reference
to a specific plot of ground. We
cannot qualify for federal funds
until we have both title to land
and specific project plans for
the site that are virtually at
the ready-for-bid stage. Only
City Council can resolve this
impasse."

Mr. Simons explained that
over 20 possible sites had been
investigated and that, while there
were still several acceptable al-
ternatives, the trustees had been
favorably impressed with the ad-
vantages of the central campus
site with an initial minimum of
10 acres of land which would
have its focus at the old B. &
O. station site on the Schuyl-
kill River.

The site is one of several
which have been approved by
the City Planning Commission as
meeting criteria for site selec-
tion. Accessibility to public
transportation is a prime con-
sideration. The river-site has
the advantage of being near other
educational and cultural re-
sources and of having a direct
linkage, by way of the planned
Schuylkill River Park Develop-
ment, with open areas immi-
diately to the south and to Fair-
mount Park to the north.

According to Educational
Testing Service, which prepares
and administers the College
Qualification Test for the Se-
lective Service System, it will
be greatly to the student's ad-
vantage to file his application
at once. By registering early,
he stands the best chance of
being assigned to the test center
he has chosen.

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